DOCUMENT RESUME

ED 467 256 FL 801 522

AUTHOR	Lucey, Moira; Chaffee, Marcia; Terry, Diane; Le Marbre, Joan; Stone, Betty; Wiencek, Donna
TITLE	Mental Health and the ESL Classroom: A Guide for Teachers Working with Refugees.
INSTITUTION	International Inst. of Boston, MA.; Immigration and Refugee Services of America, Washington, DC.
SPONS AGENCY	Office of Refugee Resettlement (DHHS). Washington, DC.
PUB DATE	2000-10-00
NOTE	44p.
CONTRACT	90RM0003
AVAILABLE FROM	International Institute of Boston, One Milk Street, Boston, MA 02109. Tel: 617-695-9990; Fax: 617-695-9191; e-mail: beacon@iiboston.org. For full text: http://www.refugeesusa.org/help_ref/ esl_manual.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Anxiety; Classroom Environment; Curriculum Development; Depression (Psychology); *English (Second Language); Language Teachers; Mental Health; Needs Assessment; Posttraumatic Stress Disorder; *Refugees; *Second Language Instruction; Student Needs; Teacher Role

ABSTRACT

This manual guides English-as-a-Second-Language (ESL) teachers by outlining the complex burdens that refugee students carry and setting out concrete steps that ESL teachers can take in order to turn their classrooms into effective and welcoming teaching and learning environments. The seven sections focus on the following: (1) "The Refugee and Mental Heath: An Introduction" (e.g., posttraumatic stress disorder); (2) "The ESL Classroom" (the classroom as a safe environment, classroom structure and schedule, recreating identity in the classroom, and building community in the classroom); (3) "The Multi-Faceted Role of the ESL Teacher" (ESL teacher role, orientation, and boundaries; the refugee experience and spillover into the classroom, getting help outside the classroom, and care for the ESL classroom); (4) "Student Needs Assessment" (interviewing, listening, and observing); (5) "Curriculum and Instruction" (frameworks for developing curriculum, from frameworks to practice, integrating community resources into the curriculum, and reflective teaching and self-evaluation); (6) "Bibliography and Internet Resources"; and (7) "Acknowledgements." (Contains 34 print and Internet resources.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 256

Mental Health and the ESL Classroom:

A Guide for Teachers Working with Refugees

Produced by the International Institute of Boston
and Immigration and Refugee Services of America
with support from the Office of Refugee Resettlement

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 801522

BEST COPY AVAILABLE

Mental Health and the ESL Classroom:
A Guide for Teachers Working with Refugees

I. The Refugee and Mental Health--An Introduction

II. The ESL Classroom
1. The ESL Classroom as a Safe Environment
2. The Structure and Schedule of the ESL Class
3. Recreating Identity in the ESL Classroom
4. Building Community in the ESL Classroom

III. The Multi-faceted Role of the ESL Teacher
1. The Role of the ESL Teacher
2. ESL Teacher Orientation
3. ESL Teacher Boundaries – A Word of Caution, A Word of Support
4. The Refugee Experience and Spillover in the ESL Classroom
5. Getting Help Outside the Classroom
6. Care for the ESL Caregiver

IV. Student Needs Assessment
1. Interviewing
2. Listening and Observing

V. Curriculum and Instruction
1. Frameworks for Developing Curriculum
2. From Frameworks to Practice – A Focus on Questions
3. Integrating Community Resources into the Curriculum
4. Reflective Teaching and Self -Evaluation

VI. Bibliography and Internet Resources
1. Bibliography
2. Internet Resources

VII. Acknowledgements

I. The Refugee and Mental Health--An Introduction

The ESL classroom is the first line of defense against the culture shock that newly-arrived refugees experience. Buffeted by the physical and emotional trauma of forced migration, refugees are in need of a safe harbor, as well as tools for survival. The ESL classroom serves both of those needs. The ESL teacher instructs refugees in how to communicate effectively, a basic and critical skill in integrating newcomers into a new culture.

In turn, the ESL teacher must be aware of the daunting emotional and physical challenges, as well as the increased risk of mental illness, that refugees face. This manual was written as a guide for ESL teachers: to outline the complex burdens that the refugee carries; and to set out some concrete steps that an ESL teacher can implement in order to make his or her classroom an effective teaching environment, as well as a welcoming oasis to overwhelmed refugees.

The first time I came to the United States I felt afraid of some things around me. I was nervous and worried. I was nervous because of how the people looked at me and talked to me, and I worried because when I met them I didn't know how to talk.

In Viet Nam I wished to go to America. I thought that in America I would have work and I would have a lot of money. I would buy a big house a good car and anything when I arrived here. The first impression of the United States was very negative. The weather was very cold. The neighbourhood was quiet. Every neighbour was unfriendly. Because I did not speak English, I didn't understand everything. Sometimes I walked on the street, I was lost when I came back to my

house and I felt confused even when I went to the subway. I began to feel very depressed and homesick. (Students from the International Institute of Boston)

The refugees quoted above give eloquent voice to the fear, anxiety, and homesickness that can overwhelm refugees trying to establish themselves in an entirely different--and often alien--culture. As officially defined by the U.S. Immigration and Nationality Act and the Refugee Act of 1980, a refugee is a person who is fleeing his or her native country "because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion, and who is of special humanitarian concern to the United States."

The President of the United States, in consultation with Congress, limits the number of refugees allowed into the United States each year (in the fiscal year 1999 the limit was some 80,000). This number represents a tiny fraction of refugees and asylum seekers worldwide. According to the **World Refugee Survey** of 1999, thirteen and a half million people worldwide sought such protection in 1998.

The refugee population accepted annually into the United States reflects current geopolitical upheavals around the world. In the 1970s and 1980s, the vast majority of refugees came from Southeast Asia--particularly Vietnam, Cambodia and Laos--as a result of the Vietnam War and subsequent civil conflicts. In the 1990s, however, the composition of refugees arriving in the U.S. became more diverse, as reflected in the figures compiled in a May 25, 1999 Congressional Research Service Report for Congress. While the number of Southeast Asians decreased dramatically (in the year

1999 some 9,000 were admitted to the United States as compared to some 135,000 in 1975), refugees from the Former Soviet Union and from the Former Yugoslavia were the largest groups entering the U.S in the 1990s (some 50,000 arrived in 1999). The African refugee population also increased substantially, rising from seven thousand in 1995 to twelve thousand Africans from all over the continent--including Burundians, Sudanese, Sierra Leoneans, Ethiopians, and Togolese--in 1999.

Political and religious persecution impelled many to flee their native countries in the 1990s. Ethnic cleansing, genocide, and even famine were used as weapons against many civilian populations in the final decade of the 20th century. In addition to losing their homes, possessions and loved ones, many refugees have endured the trauma of war, imprisonment, torture, and abuse. Many carry with them the agonizing memories of having witnessed the murders, rapes, and mutilations of family and loved ones.

The physical wounds inflicted by torture may heal, but the invisible psychological wounds of such abuse endure much longer. The goal of torture is not merely to physically harm the victim; it is to dehumanize and break his or her will. By grinding the victim into a state of complete helplessness, the aggressor also breaks the heart of the victim's family and the spirit of the entire community. Torture is a powerful force in destroying an individual's and the larger society's sense of coherence and belief in the future.

The victims of torture--both those who have endured it and those who have witnessed or learned about such atrocities being committed against their loved ones--are at much higher risk than the general population to develop psychiatric problems such as Posttraumatic Stress Disorder (PTSD) and Major Depression. According to Dr. Kathleen Allden, Medical Director of the International Survivor's Center at the International Institute of Boston, the prevalence of Posttraumatic Stress Disorder and Major Depression is as follows:

- PTSD in general population is 1-5% (current=1%, lifetime=5%)
- PTSD in traumatized population is 35-50%

- Major Depression in general population is 5-15%
- Major Depression in traumatized population is 50-70%

Clearly, refugees traumatized by past experiences are at much greater risk than the general population of developing these specific psychiatric disorders.

According to the fourth edition of the **Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)**, some or all of the following symptoms are exhibited by those suffering from PTSD:

- reliving the trauma through intrusive distressing memories, nightmares, flashbacks, or hallucinations
- a heightened level of arousal that causes insomnia, irritability, angry outbursts, and exaggerated startle responses
- persistent avoidance of stimuli associated with the trauma, a numbing of general responses and estrangement from others, and a sense of a foreshortened future (for example, not expecting to have a family or a normal life span)

The symptoms of depression are as follows:

- dispirited mood
- taking a diminished interest or pleasure in activities

- appetite disturbance resulting in weight change
- insomnia or hypersomnia
- unusually agitated or unusually slow to action
- sense of fatigue and lack of energy
- feelings of guilt and personal worthlessness
- difficulties in concentrating and remembering
- excessively thinking of death and dying; visualizing suicide and attempting it

In contrast, good health, as defined by Dr. Allden, represents a state in which the five basic spheres of life--social, physical, intellectual, emotional and spiritual--are in balance. The environment and conditions which surround a refugee--both before and after immigration--impinge directly on that balance. If, in his or her native country, the refugee's life is plagued by life-threatening war trauma, imprisonment, torture, and deprivation, the delicate balance of the five spheres is disrupted. The result is increasing levels of stress, which can lead to mental illness.

Leaving that hostile environment may be necessary for both physical and mental health; yet the entire immigration process is fraught with additional trauma and obstacles. In the **Handbook of Social Work Practice with Vulnerable Populations** published in 1991, the authors Drachman and Ryan identify three separate stages in the total immigration experience:

- premigration and departure
- transit
- resettlement

Many refugees share premigration tales of horror. Many have had to flee for their lives and have endured unspeakable atrocities. Wrenched from everything that is familiar to them, many have had to make difficult decisions about which family members will go

and which will stay behind. Once they leave their native land, refugees cannot go back--and in fact, there may be nothing to go back to, the familiar community having been destroyed or permanently altered.

The mode of travel and the experience of the transit itself can vary widely. It can range from an uneventful plane ride to a perilous journey aboard a fragile boat. Some refugees must watch as family members and loved ones die en route. The final destination can take hours--or, in some cases, many years spent languishing in refugee camps or detention centers--before being reached.

In the final part of the immigration process, refugees resettle in the new country and must acclimate themselves to an entirely new--and often hostile--culture. They arrive in a state of mourning for their lost communities and shattered families, often unable to speak the language of their newly adopted country. Many are haunted by the fact that they survived when so many of their loved ones and compatriots did not. As a result they suffer from survivor guilt. Dysfunctional group or individual behavior patterns that developed in the premigration period in order to survive--e.g., extreme distrust of others--often continue after resettlement. Grudges and hostilities between individuals or groups that began during wars or in refugee camps are carried on in the United States. In addition, some arrive with chronic health needs as a result of past violence or malnutrition--the legacy of the terror that they escaped.

Family tensions often surface, as older generations cling ever stronger to their traditional values--and sometimes isolate themselves even further by limiting their contact outside their own home and refusing to learn to speak English. Their own children, acculturating faster, then must take on the role of intermediator for them--serving as translators in official realms. This reversal of roles can create stress in both parents and children and sometimes leads to intergenerational conflict. Parents may feel that they no longer have the respect of their children and that their authority has been dangerously undermined.

The refugees' expectations about the United States may be vastly different from the reality. Alienated from the dominant culture, some refugee groups also face daily discrimination. The traumatic refugee experience leaves many unable to adjust easily to their new environment.

According to **Theory and Practice of Psychiatric Rehabilitation** published in 1983, healthy individuals successfully adapt to changing circumstances by exhibiting the following traits:

- intellectual mastery, which is the ability to both comprehend and respond to everyday needs; this includes raw intelligence and cognitive flexibility, as well as vocational and survival skills
- social competence, which is the ability to get along with others; to appreciate other's point of view and needs; and to be able to differentiate oneself from others
- obligations and responsibilities, which is the ability to take responsibility for one's own actions; and to take responsibility for the care of others

Though weighted down with a tragic past and uncertain future, refugees do come with a hidden asset. They bring with them the courage and strength of survivors, as well as a

dream for a better life. After having learned English and coping skills at the International Institute in Boston, one refugee assesses her current situation:

> *I can't say my life is perfect, because if I say that it is a lie because my children are not here. When I walk in the street I am happy because I feel like I'm welcome in this society because I can read. If you see a paper and it's just black and white to you, that's like you are blind. Now I am more human, I am not blind.*

The ESL teacher's rewarding, but challenging task, is to teach refugees how to "see": that is, to give them the skills so that they can understand and make themselves understood in the prevailing culture. These are powerful and basic tools for regaining a balance in their new homes.

II. The ESL Classroom

An ESL classroom is more than just a place for an English lesson. It can also be a refuge, as well as a powerful mechanism for enhancing the mental health and coping skills of newly arrived refugees. Ideally it should develop language, literacy and life skills, pass on important cultural information, enable a learner to gain confidence and contribute to his or her overall well being.

In this section, the role of the ESL classroom will be examined in a variety of ways:

(1) The ESL Classroom as A Safe Environment
(2) The Structure and Schedule of the ESL Classroom
(3) Recreating Identity in the ESL Classroom
(4) Building Community in the ESL Classroom

1. The ESL Classroom as a Safe Environment

Refugee students in the process of resettlement are not only coping with a deep sense of loss and trauma, but are also facing a range of stressors created by their immersion in a new--if not alien--society. Bureaucratic resettlement procedures complete with the flurry of confusing paperwork, an immigration interrogation, a first job interview, or even figuring out the local subway--all of these are anxiety producing experiences for the newcomer. In this regard, the classroom itself is part of the onslaught of initial resettlement experiences; yet it should provide a less stressful and safer environment for the newly arrived refugee. It is a place where competition is minimized and cooperative learning is maximized. It is a place where non-threatening activities occur; a place where new skills are developed in a manner and pace that are meaningful; a place where teachers are mindful of and respect the backgrounds and traditions of their students. The space itself should be welcoming and bright.

Mistakes can be made in the ESL classroom without repercussions. There is no stigma attached to participation. In fact, for those adult learners who have had limited opportunity to attend school before coming to the United States, participation is highly valued. The ESL class is a positive experience. It offers refugees the chance to gain new skills, knowledge, and abilities that will help them rebuild their lives in the United States. Because refugees consider it a "safe" place, mental health programs have often used the ESL class as the context for support groups. The "*class*" is safe, positive, even friendly.

An ESL classroom that reinforces the notion of it being a "safe harbor" provides an atmosphere that is relaxed, low-anxiety, fun, carefully paced, respectful of differences, and encouraging to all students.

2. The Structure and Schedule of the ESL Class

An ESL program provides the structure of a schedule and a routine for its students. This is no small matter for refugees whose lives have often involved the total loss and elimination of systems and structure. Forced from their homes and a sense of normalcy, many refugees have lacked any kind of predictability in their recent lives. In order to survive, they have had to merely react to events. Some refugee students may have spent years detained in camps--in limbo--where they were mired in boredom, listlessness, stagnation or worse: perpetual fear. ESL classes, on the other hand, provide a framework, a responsibility, a plan that helps the refugee be productive. Just getting to class and being engaged in it imparts a sense of well being, of taking charge with an orientation to the future. Enrolling in classes and attending them regularly are acts of self-determination. Taking charge of their lives in such a manner may not have been possible for many refugees for some time. Routine participation in a structured activity contributes to good health and well being. And increased English language and literacy skills open up opportunities for the student, and pave the way to successful resettlement.

3. Recreating Identity in the ESL Classroom

Loss, exodus, and immigration to a new country can profoundly shatter one's sense of self and social identity. Living in a situation that is dominated by trauma can seriously

jeopardize one's ability to hold onto self-identity. Moving to another culture further complicates that dilemma. The refugees' status in their own homeland is often no longer recognized in the new host country. Refugees often have to start at the bottom of the social and economic ladder, despite specialized skills or educational degrees. They may also lose their collective identity as a member of a clan, village, ethnic group, or country and be lumped into a more generalized--and less personal--identity. Consider the following examples of role changes that refugees must endure:

Individual Roles

In Own Country/Past	**In the U.S./Present**
Provider	Dependent
Homeowner	Tenant, Homeless
Worker, Skilled	Unemployed, student
Manager, Boss	Laborer
Parent, Caregiver	Language-dependent on children
Family Member	Orphaned, Childless, Widower
Gender-specific Roles	Shared Roles

Collective Roles

In Own Country/Past	**In the U.S./Present**
Insider, Member	Outsider, "Alien"
Citizen	Refugee
Clan Member, Somali	African, African-American
Yugoslavian (formerly)	Bosnian Moslem

For many refugees, the process of changing roles is more than just resettling or readjusting to a new place--it is an act of *recreating oneself,* with inherent transformations that are complex, continual, and difficult. Consider the role change from an adult worker, skilled in his or her own country, to that of an unemployed refugee who

becomes, for the first time or once again, *"a student."* This change can be viewed and experienced in two ways. On the one hand, the individual and clearly defined role of "*student*" may be easily adopted by the refugee. This new role is often familiar and secure. The stability provided can reduce the sense of uncertainty and fear that may have dominated the perhaps lengthy period preceding the refugee's arrival in the U.S. In addition, the collective role as "*classmate*" identifies a person as a member of a group with a shared goal. Such a setting provides each member a potentially equal role, and offers a group security that is not based on status. Since the whole group is collectively motivated to invest in the new language, they all work together to achieve that end. Yet within that environment, students can claim their right to speak for themselves. In a well-managed class, choices are offered in terms of participation, role playing, and instructional content, thereby helping students feel as if they are taking control of their own lives.

On the other hand, it should be noted that being placed in the role of *"student"* once again may have an entirely different effect. Consider some of the characteristics of adult learners: they have rich and varied life experiences and view themselves as responsible, self-directed, and independent; they prefer to make their own decisions and may not feel comfortable asking for help; they don't like to make mistakes and may be frustrated with what they see as a lack of progress. Adult refugees lacking knowledge of the new language, and facing difficulties dealing with the complexities of their new life may feel a sense of failure. Insecure and apprehensive, and unable to express their feelings or to convey the extent of their knowledge, they may experience a diminished sense of self.

A refugee's sense of self plays an important role in his or her ability to acquire a new language, to understand and respond to the complexity of life experience, to achieve social competence, and to understand and accept obligations and responsibilities, both in regards to oneself as well as to others. The challenge for the ESL teacher is to support and encourage the acquisition of all of these skills. This, in turn, will enable the learner to reach an optimal state of mental health.

4. Building Community in the ESL Classroom

When refugees first arrive, new networks, new support systems, new understandings, and new friends need to be established. The ESL classroom presents a unique opportunity to build a community around teaching and learning. Teachers can intentionally create a classroom that encourages the development of a community of learners. To do so, he or she needs to be attentive to the following considerations:

Physical space: *How does the space contribute to building community?* The ESL teacher can create an atmosphere that encourages interaction, communication, and cooperation by arranging tables and chairs in a circle or square. Decorating the classroom with interesting photographs, maps, or other objects can also create an inviting atmosphere that stimulates interaction and sharing.

Tone and atmosphere: *Do students enjoy coming into the classroom?* It is essential to establish a relaxed, friendly, low-anxiety atmosphere where a good rapport can develop between teacher and students, and where interaction and sharing among the students, rather that isolation, are the norms. Events such as field trips and cultural celebrations should be encouraged. Teachers and students should be having some fun, enjoying the good humor of learning a language together. There's nothing more healing than sharing a good laugh.

Classroom management: *How are students involved?* The teacher can create student roles and responsibilities as part of the routine classroom management or for particular projects. This could include having various students responsible for making the coffee, keeping track of the computer disks, arranging the classroom

furniture before and after class, participating in a student advisory council, or taking the lead on a project or event. Creating a system to capture on-going student feedback will help to shape a program that is responsive to the students needs and expectations.

Identification of student commonalties: *What do the students have in common?* Teachers should strive to find and emphasize the "common denominators" among the students, including experiences such as: being Moslems from different countries; having survived war; living together in a new community; looking for jobs; or simply trying to learn English together.

III. The Multi-Faceted Role of the ESL Teacher

1. The Role of the ESL Teacher

ESL teachers have a unique role. To begin with, teachers have more regular and continuous contact with their refugee students than probably any other helper in the resettlement process. This allows both student and teacher the time needed to develop a trusting relationship. Teachers bring together students in a group that is often the most friendly and welcoming part of a refugee's early acculturation experience. They offer refugees what many experts consider to be the most important of all social survival tools–language and literacy skills.

The teacher who listens carefully will begin to hear--directly or indirectly--about social, environmental, institutional, and personal demands being made on the student. During or outside of the class, for example, a student might mention that there has been no heat in her apartment for over a week. A student might also admit that he doesn't like his neighborhood and isn't comfortable going out anywhere because he doesn't feel safe. Or, a student might tearfully apologize for having missed classes because of sleeplessness

and severe headaches due to her fear for the safety of her children who are still back home in the midst of a continuing civil war. The ESL teacher becomes an essential part of a network of helpers.

The ESL teacher is:

- A **good listener** who pays attention to his students' experiences, ideas, and feelings and encourages the students to share them with their classmates
- A **mediator** between cultures helping students understand the meaning behind the new social, institutional, and environmental demands they face
- A **provider of information** who alerts students to community resources and systems that are available
- A **facilitator** providing a supportive classroom conducive to problem solving and learning that builds skills and self-esteem
- A **teacher** skilled at helping students acquire the language needed to express themselves and be understood by others

It is important for the ESL teacher to utilize teaching approaches and methods that encourage peer support and group interaction. This in turn will foster in the students the feeling of belonging to a group, and breed a sense of success. The effective ESL teacher will encourage refugee students in their increasing use of authentic language (as opposed to "staged" or "artificial" language too often used with language learners) so that they are able to engage in meaningful, everyday communication. Perhaps most importantly, the ESL teacher must show respect for the adult students who bring a lifetime of experiences and wisdom to the classroom.

2. ESL Teacher Orientation

ESL teachers must gain knowledge and understanding of the various ethnic groups they are instructing. Teachers should see themselves as learners, and seek out sources of information regarding:

- The culture, history, and geography of students' countries
- Recent political events in students' countries
- Exodus stories
- Resettlement stressors and cross-cultural issues in the U.S.
- Local area immigrant/refugee issues and service systems
- The potential for factions/issues within broader refugee or linguistic communities
- Expectations of refugee students towards education and the role of the teacher
- Available services for refugees

Some possible sources of relevant information are:

- Social service providers, especially bilingual counselors and other direct service staff
- Student stories shared
- Refugee-specific publications such as those from the Center for Applied Linguistics
- Primary source material, including cultural classics (e.g., **Bridge on the River Drina** from the former Yugoslavia, **Tale of Kim van Kieu** from Vietnam)
- Refugee community/cultural events and meetings

When the teacher is informed, students can sense the teacher's interest in them as people and what they have experienced. This acknowledgment of their history, their specific place of origin, their culture, and their immigration experience imparts a powerful message of respect for the students. By saying something as simple as "Ramadan is coming; I know this is a very important time for you", or "I love Ethiopian food, especially *ingura*," the ESL teacher acknowledges and reaffirms the students' identities. The greater the commitment ESL teachers make to understand their refugee ESL students--where they come from, what they have experienced, and what challenges they now face--the more likely the ESL learning experience will be relevant and empowering for the students.

3. ESL Teacher Boundaries -- A Word of Caution, A Word of Support

While most educators and refugee providers will agree that the primary task of ESL instructors is to teach English, there is continued debate over what other involvement the ESL teacher should have in his or her students' lives. Adult refugees have social and psychological needs in addition to language needs. They might endow their teacher with roles beyond that of language instructor, and look to them as guides, mentors, or authority figures.

As teachers become more conscious of the stress-producing demands on their refugee students, they need to be cautious about allowing their roles to expand beyond the boundaries of their job. For example, taking on the responsibility of directly resolving a refugee student's problem (e.g., home heating, immigration problem, depression) is most likely outside the job description or the expertise of a teacher. The teacher can in fact be doing too much for the student with the student growing increasingly dependent. The student can make increasingly unrealistic demands on the teacher. The teacher, in turn, can become overwhelmed and overburdened. In fact, involvement at an individual client level can sometimes complicate matters, duplicate the efforts of other service providers, and put both teacher and student at risk. It is important for the teacher to recognize that he or she is part of a network of helpers working toward similar goals, and to utilize this network whenever possible. One of the primary goals of the ESL class is to provide student with the tools necessary to enable them to become autonomous learners with problem solving skills.

ESL teachers also need to remember they have little or no control over the emotional pain a refugee experiences nor over what a refugee faces. Nevertheless, it can be extremely difficult to learn of a student's painful experiences, and feel powerless to help. What *is* true is that ESL teachers *can* help -- by acknowledging the student's pain, by offering respect for and compassion towards the student, and by establishing boundaries in order to create a safe area in which both teacher and student can share the experience of learning a language.

4. The Refugee Experience and Spillover in the ESL Classroom

Many teachers have experienced a situation where a student suddenly becomes disruptive or unusually uncooperative. While it may be difficult to determine what has caused the behavior, the teacher must be prepared to respond. What follows is a true account of an incident one teacher recently faced:

> *A student had a massive explosion in class and got extremely angry with another student. The teacher didn't know how to respond and was afraid to make a move. In the end, she chose to try and continue with the lesson without really acknowledging or following up on the incident.*

Was this the right way to respond? There probably is not one "right" response. ESL teachers need to be prepared to deal with an unanticipated outburst or with a student who is suddenly uncooperative. In the event of an angry eruption, the first consideration has to be safety. The teacher must quickly determine if the student's behavior is dangerous to those in the class or will have future ramifications. Is this going to happen again or was it a one-time occurrence? In addition, the impact of the incident on the disruptive student must be considered. After having an outburst in class, the student might feel humiliated

or embarrassed and might experience a feeling that he has lost his place in the group. As a result, the student might drop out of the class. A future determination would then have to be made as to whether it is better for the student to remain in the class, or if an alternative to this class such as a volunteer tutor would work better. In the immediate aftermath of a disruptive incident, however, the teacher needs to quickly assess the situation, acknowledge what just happened, and choose the next course of action, which could be any one, or a combination of the following:

- help the student leave the class, with dignity
- take a break and *be* with the student
- stay with the incident to let it evolve and perhaps resolve
- divert, and change the subject
- contain the incident, and reduce it
- suggest postponement of the lesson for another class; follow-up by evaluating the topic and the teaching approach, to determine if those factors might have contributed to the student reaction

If the teacher feels that the class has not reached a certain level of shared trust and community, then there is little point in talking further about the incident with individual students or the class as a whole. Advice should be sought from others who know the student, are familiar with the ethnic community, or have already taught this particular class. Clear class rules, which include both attendance and behavioral expectations, help both students and teacher--and might help prevent future disruptive incidents.

5. Getting Help Outside of the Classroom

After a foundation of trust has been established between an ESL teacher and a student, the refugee may relate personal stories dealing with painful losses or the challenges of adapting to a new environment. At a minimum, the teacher needs to listen respectfully

and non-judgmentally, while simultaneously acting as a witness, and a "holder of the story." Sometimes this will be the extent of the teacher's response--that is, allowing the student to tell her or his story in a safe and supportive environment. At other times, it may be obvious to the teacher that the student would benefit from additional help. It is then up to the teacher to determine what kind of referral would be appropriate. There may be a network of helpers available: resettlement workers, employment counselors, housing specialists, case managers, welfare workers, social workers, mental health counselors, and medical professionals. Or there may be very few resources available to the student. When a teacher decides to make a referral, he or she should consider the following:

- Know the available resources and resource choices. It is essential that ESL programs dealing with refugees have access to trained bilingual/bicultural staff who are available to coordinate closely with the ESL classes. Local resettlement agencies may also have a well-developed network of culturally and linguistically competent helpers. The teacher needs to know the resources available at the sponsoring agencies in order to avoid any duplication of efforts.

- Keep in mind the importance of the refugee's gender, age, nationality, ethnicity, language capabilities, and overall strengths--all of these factors can have an effect on the success of any intervention.

- Programs have the responsibility to provide all staff-- particularly teachers--with appropriate training and orientation so that they are familiar with available resources, as well as the procedures for identifying needs and making referrals. Without this kind of training, teachers will feel powerless and ineffective, as they are frequently presented with problems that require attention outside of the classroom. It is essential that programs develop clear policies and procedures for ESL teachers to follow.

- Be aware of cultural attitudes and beliefs surrounding mental health and mental illness. Different countries deal with mental health issues in very different ways. (For instance, psychiatry was used as a form of social control in the Former Soviet Union, so refugees from that region often view talk therapy with deep suspicion.) By directly suggesting a form of mental health counseling that collides with the refugee's cultural norms, the result could be a

break in trust between student and teacher. It could also result in the refugee's refusal to get necessary help. Many presenting problems take the form of concrete needs. It is often by responding to those concrete needs that other issues emerge and can be addressed.

- Any referrals need to be made in accordance with a program's procedures and policies. Be sure to get the student's permission that he or she wants your help. Try to make a referral personal. If you know the counselor or helper you are recommending, be sure to mention that fact to the student--e.g., "I know someone who has a lot of experience and is very good. I really trust her, and she might be able to help you." This will help reduce uneasiness on the student's part. Depending on circumstances, you might be there personally to introduce the student to the social worker, employment counselor, or housing specialist. Make the transition as comfortable for the student as possible.

What follows is an actual account of a refugee student's story and how his ESL teacher assumed responsibility for connecting him with help outside of the classroom.

> *A 19-year-old orphaned Bosnian student was forced to take part in the atrocities back home and was severely tortured himself. He is now living with and being taken care of by an older Bosnian woman in the U.S. who is also a student in the program. The young student has been having trouble on the job with some of his countrymen/co-workers, and has learned from his caretaker that he is being ostracized by the community because of his participation in the conflict. He has been brought to tears on the job and has been depressed. Having learned this information from both the student and the caretaker, the teacher asks the student's permission to help him. The teacher then asks the student if anyone else is assisting him with his problem. The teacher consults with resource people in her agency who suggest that the student speak with the Bosnian job counselor about a change in employment. With some encouragement on the teacher's part, the student eventually agrees to meet with the job counselor. The teacher is present at the initial meeting to help ease the student's fears. The job counselor continues to meet with the student over the next several weeks, establishes a foundation of trust between them, and then finds the student another job. Eventually, he also connects the student with an experienced mental health counselor. The student continues to attend ESL class throughout this period of time.*

6. Care for the ESL Caregiver

ESL teachers often find themselves in the role of compassionate listener or confidante, hearing extremely painful stories of brutality and injustice. As a result, ESL teachers can experience distress themselves. There are several terms to describe this phenomenon, such as secondary trauma, vicarious traumatization, and compassion fatigue. Over time, with repeated exposure to the sufferings of others, one can become depressed, emotionally numb, or generally anxious. This is usually a slow, cumulative process, often not noticeable on a day-to-day basis. It can be helpful for ESL teachers and others working with refugees to recognize that secondary trauma is a normal response to the experience of encountering human suffering.

To assist in evaluating the possibility of secondary traumatization, Dr. Beverly Pincus, Director of the Refugee and Immigrant Program at Child and Family Service of Pioneer Valley, Inc., West Springfield, MA, drew up a list of symptoms, including:

- Avoidance of clients or survivor stories
- Over-focus on clients or their stories ("flooding")
- Triggering of one's own traumatic experiences
- Flashbacks, nightmares, intrusive thoughts about traumatic events
- Anger at clients: "Get over it"
- Over-nurturing, the "heroic healer" response
- Denial or minimization of others' traumatic experiences
- Loss of faith in humanity, cynicism
- Burn-out, fatigue, decreased energy
- Physical complaints: sleep disturbance, loss of appetite, muscle tension
- Increased intensity of emotions
- Survivor guilt or feelings that you do not deserve an "easy" life, minimizing your own problems or concerns, difficulty enjoying your own activities.

In **Transforming the Pain: A Workbook on Vicarious Traumatization,** Soakvitne and Pearlman present the ABC's of Addressing Vicarious Traumatization. They state that there are three important concepts for dealing with secondary trauma: awareness, balance, and connection.

> Awareness: Monitoring one's emotional health requires paying attention to emotional changes. Make time to reflect and ask family and friends if they have noticed behavioral changes. Recognize your own boundaries; know the limits of what you can tolerate.
>
> Balance: Be realistic about the goals you set for yourself. Avoid the "heroic healer" syndrome--when you begin to feel overwhelmed do not be afraid to scale back on the number and intensity of your commitments. For your own good and the good of your clients, make time to engage in activities that promote your own rest and renewal.
>
> Connection: Maintaining relationships with co-workers, family, friends, and community provides support for those suffering from trauma or stress. Sharing your concerns promotes healing.

Andrea Northwood, Ph.D., of the Center for Victims of Torture, advises, "At work, supportive connections between you and your colleagues can be established by having structured, planned opportunities to talk about stress and secondary traumatization." By striving for awareness, balance, and connection, ESL teachers can reduce the risk of feeling isolated, overwhelmed, or hopeless; and they can refocus their efforts on doing the work they enjoy--assisting refugees toward a new beginning.

IV. Student Needs Assessment

Psychological, social, and language needs merge in the ESL classroom. Assessing the real life needs, challenges, goals, and expectations of ESL students is an essential step in

devising meaningful strategies for the classroom. Such a needs assessment should identify specific topics or life skills to be included in a curriculum.

Despite the value of conducting a needs assessment, it is often overlooked or skimmed over when planning an instructional program--perhaps due to a lack of funds, staff, or access to the technical assistance needed to undertake the process. In addition, programs that have pre-established curriculum goals –ones that dictate what students need to know --may view a thorough needs assessment as unnecessary. Regardless of program type or structure, however, it is important for all ESL programs to undertake on-going needs assessment. Some suggested approaches that are easy for any program or teacher to implement follow:

1. Interviewing

The most commonly used way of gathering information is through an interview which can be conducted by ESL teachers or supervisors, bilingual counselors, social workers, or other direct service staff. The interview can combine an unstructured (though guided) portion which allows the students broad choices when responding, and a more structured section which focuses responses on particular subjects. Questions should try to elicit information about individual students, their needs, expectations, goals, and challenges. Additional questions can relate to migration and acculturation experiences, cultural beliefs and roles, and socio-economic conditions. The answers to these questions can also be used to gain more general information about student groups and their ethnicity, nationality, and language background.

2. Listening and Observing

In her text, **Language and Culture in Conflict: Problem Posing in the ESL Classroom**, Nina Wallerstein provides the reader with a thorough and thoughtful presentation of how to conduct a student needs assessment based on effective listening and observing both inside and outside the classroom. What follows is a *sampling* of recommended strategies for listening and observing, in large part taken from this valuable resource:

Inside the Classroom:

Watch students' actions and interactions with each other and note what student priorities and problems are revealed; how students greet and say good-bye to each other; how they show respect; whether and how they disagree, interrupt, praise others, or express pleasure.

Be aware of the comments that students make during class and the topics they raise for discussion.

Listen for informal conversations held during the break or before and after class. These talks can often be the richest source of information.

Observe body language and note whether students work together or alone, touch each other, sit rigidly or lean toward each other.

Ask students to share objects (such as kitchen implements, handicrafts, household tools, clothes, anything they have made) and stories from their cultures and watch their response.

Base the language curriculum around everyday activities such as the students' home and family life (where do family members live? where do students feel at home?); their neighborhood life (who do they know in the community? do they interact with other cultural/ethnic groups?); and their work life (what do they like and dislike about it? what is it like to work in the U.S.? how is work different in their home country?).

Outside the Classroom:

Become familiar with students' neighborhoods and other environments where they spend significant time, including neighborhoods or areas where the students work and where their children's schools are located. Such information can be gained in a number of ways. Teachers can visit these places alone or with their students; teachers or students can take

- photographs of the neighborhoods (especially if the program invests in some Polaroid cameras and film); students can draw neighborhood maps of houses, services, and other important places or landmarks; or students can interview people in their neighborhood about issues of importance to the community and then bring the results and their own observations back to class.

  Take advantage of invitations to students' homes, and observe how they live, how their possessions express their culture, and how they receive their teacher (i.e., as an honored guest).

  Participate in special, cultural events that represent times of cultural transmission and celebration, such as New Year, weddings, or baby showers. Look for cultural differences and expressions of group identity, and learn about their foods, dress, rituals, and values.

Identifying and assessing the real-life circumstances of students are critical steps in developing a meaningful ESL curriculum--one that will help students cope effectively with their new lives, and help to reduce the risk of stress-related illness. The information gained from an effective student needs assessment can also be used to help gauge the appropriateness and effectiveness of an already existing curriculum--its themes and topics, its language development strategies, and the overall teaching style of the instructor.

V. Curriculum and Instruction

1. Frameworks for Developing Curriculum

A prime focus of the curriculum should be the promotion of mental health through the enhancement of self-esteem and coping skills in a variety of social, cultural, and institutional contexts. The teacher may find it useful to examine recent initiatives that have direct implications for ESL teachers working with adult refugee students. Two such

initiatives will be highlighted briefly in this section--the National Institute for Literacy's *Equipped for the Future* and the Massachusetts Adult ESOL Curriculum Framework.

Equipped for the Future (EFF) (www.nifl.gov/lines/collections/eff/eff.html) is the National Institute for Literacy's initiative or framework for system-wide reform. Its aim is to build consensus around what adults need to know and be able to do. In Section I of this guide, "Recreating Identity in the ESL Classroom", several changing roles were described. EFF suggests three roles the roles and the responsibilities that adult learners must assume:

- The **parent/family member** promotes and supports family members' growth and development; meets family needs and responsibilities, and strengthens the family system.
- The **citizen/community member** becomes informed about community issues and resources, learns how to form and express opinions and ideas; and participates in group processes and decision making in order to strengthen communities.
- The **worker** understands and respects workplace expectations and responsibilities; works effectively with others; and balances the goals of personal and professional growth.

According to the EFF framework, literacy is essential so that adults can fulfill their roles as parents/family members, citizens/community members and workers. To successfully fulfill those roles and responsibilities adult students have to:

- Gain access to information so they can orient themselves in the world
- Give voice to ideas so that they will be heard and can have an impact on the world around them
- Make decisions and act independently
- Build a bridge to the future by learning how to learn to keep up with the world as it changes

EFF identifies *common activities* that adults must be able to do if they are to be successful in the three above-mentioned roles. Examples of these activities are:

- Gather, analyze, and use information
- Manage resources
- Work together
- Guide and support others
- Seek guidance and support from others
- Exercise rights and responsibilities
- Keep pace with change

EFF also lists generative skills that enable adults to carry out the common activities of contemporary life. These skills are grouped under the headings of Communication, Decision-Making, Lifelong Learning, and Interpersonal as follows:

1. Read critically, convey ideas in writing, speak so others can understand, listen actively, and view critically (Communication)
2. Use math concepts and techniques, plan, research, and solve problems (Decision-Making)
3. Take responsibility for learning, use information and communication technology and reflect and evaluate (Lifelong Learning)
4. Resolve conflict and negotiate, advocate and influence, and cooperate with others (Interpersonal)

Like EFF, the Massachusetts Department of Education Adult ESOL Curriculum Framework (www.doe.mass.edu/acls/ESOLFrameworks1098.html) addresses the question of what adult ESL learners need to know and what they need to be able to do. The guidelines presented in the framework serve to assist ESL practitioners in developing curricula based on adult learners' needs and goals.

The content of the framework is intended for adult learners at all skill levels in a variety of program settings: general ESL, literacy, family literacy, workplace education, and vocational training. The *core concept* presents what the learner needs to know and the skills he or she needs to master in order to communicate effectively and function independently in the above-mentioned contexts as well as in the larger community.

The seven *guiding principles* clearly articulate who the adult ESL learner is and what kinds of skills and knowledge they need. These seven principles explicitly describe the implications of the diverse characteristics of adult ESL learners on effective curriculum development:

- Teachers need to take into consideration a wide range of individual differences among adult ESL learners when developing curriculum materials and planning teaching strategies.
- Adult learners have a variety of long and short term personal and career goals which need to be taken into consideration when planning curriculum and instruction.
- Emphasis should be placed on developing those skills that enable students to understand and be understood by others in both oral and written English.
- Language learners acquire language at different speeds and progress is inconsistent. Teachers must plan lessons that take this variability into account and provide for review and reinforcement as well as the presentation of new material.
- It is important to create a supportive learning environment, one which encourages learners to feel comfortable taking risks as they acquire and practice the new language.
- Students should be taught enough about American culture that they can navigate the systems independently and advocate for themselves.
- Students should be given the skills and tools they need in order to become autonomous life-long learners.

In addition to the seven *guiding principles,* five more specific categories of content called *strands* articulate the areas of teaching and learning which relate to the needs of ESL learners. The Framework describes each of the *strands* in detail. Finally, each *strand* is supported by a series of *standards,* more specific examples of the skills and knowledge

learners need within each of the content *strands*. The *standards* are intended as a basic, rather than a complete inventory of skills and knowledge under each content area.

In brief, the Adult ESOL Framework *strands* and their focal points are

- Oral and written communication – communicative competence and fluency
- Language structure and mechanics – grammar accuracy
- Intercultural knowledge and skills – understanding U.S. culture
- Navigating systems – recognizing and accessing resource and barrier "systems," such as healthcare, INS, schools, the library, employment
- Developing strategies and resources for learning – learning how to maximize one's learning

Both EFF and the Massachusetts Department of Education Adult ESOL Curriculum Framework are intended as guidelines for practitioners in developing, strengthening, and broadening their teaching strategies and techniques as they relate to the needs, goals, and expectations of their students. Both support the premise that curriculum and instruction will and should vary depending on:

- The goals of the program and the students
- The availability of teaching and community resources
- The expertise of each teacher
- The students' English and native language literacy and skill levels
- The students' formal education and learning styles
- The cultural backgrounds, migration and life experiences, and interests of the students.

In an ideal situation, an ESL program would have maximum freedom and capacity to continually develop and revise curriculum and materials. In some programs, curriculum is tied to a set of pre-determined life skill themes, such as vocational training, literacy, or employment readiness. Yet, teachers can still instruct their students in specific practical language within those contexts, based on the expressed needs and goals of the students. Both EFF and the ESOL Curriculum Framework encourage teachers to develop lessons that address the students' need to first understand U.S. culture through identifying how it

operates—its systems—and then to empower learners to access the services and resources provided by the systems.

In all programs, language as a means toward social competence is essential for restoring one's ability to integrate socially, as the classroom provides not only the elements of language, but also a real context for such interaction. In addition, appropriate social contexts and behaviors can be discussed and modeled in terms of cross cultural differences and awareness. And focusing on U.S. institutions and systems, choices of community resources and local geography all serve to aid in resettlement, empowerment and integration.

2. From Frameworks to Practice – A Focus on Questions

Every culture has resource and barrier systems and the job of the ESL teacher is to help her/his students see those systems at work in U.S. society, learn the most effective means to advocate for themselves and their families, and finally to acquire the English skills to practice self-advocacy. Ironically, adult ESL learners have often developed significant "navigating systems" skills precisely because of their weaknesses in English. With enormous support from their ethnic communities, they share information and manage to do reasonably well as they face certain "systems" such as the housing market. The goal, however, is to empower individuals so that they can be more independent in managing more aspects of their lives. In reality, situations will occur where they will need to be able to act or communicate without being able to consult with their support network.

At the instructional level, empowering students depends to a great degree on making a priority of teaching question forms and providing learners with ample opportunity to practice. In cultures where explicit, direct questions are discouraged, the teaching process requires a more gradual development. A comfortable, non-threatening, interactive classroom atmosphere can provide a plethora of question-asking opportunities to develop basic skills:

- Paired interviews on safe, general topics
- Riddle games, e.g. "20 Questions"
- Student created surveys, e.g. "Where do you shop and why?"
- Role-plays

As students' English skills improve, the focus of question practice changes to:

- Preparing questions to ask a visiting class speaker
- Preparing questions in advance of a field trip
- Preparing questions in anticipation of a parent/teacher conference or a medical appointment
- Preparing questions to collect community resource information over the phone

Students need to feel comfortable with the concept of asking for new information or clarification or repetition of statements, and confident that they can use the appropriate forms to make themselves understood. With the understanding that effective question-asking is a necessary skill in North American culture, and with the language skills to perform confidently and appropriately, adults are better equipped to take charge of their lives.

2. Integrating Community Resources into the Curriculum

One of the most crucial coping skills is knowing when, where, and how to turn for outside help to solve problems. The teacher has the important task of helping refugees build competence in seeking out and obtaining such help. Information about U.S.

institutions and systems, and local community support should be part of the curriculum and staff development activities. In learning how to use community resources, adult students learn how to link themselves to a larger community of people and activities. They learn how to interact with the institutions of their new home and to use new taxonomies that may categorize the world differently.

Developing a curriculum that teaches the value of using outside resources when dealing with real-life situations helps students understand the nature and limits of U.S institutions and systems, especially in relation to those of their own cultures or countries. It assists students in accessing U.S. systems and community resources, and shows them how to be assertive in trying to obtain the help that they need. It prepares students to handle feelings of frustration in trying to access a given system or resource.

ESL programs should research the support networks in their own local communities, and compile and continually update the resources available for the refugee students to access. Within most areas where refugees have resettled, there are religious groups, community centers, schools, sponsoring agencies, social service providers, and Mutual Assistance Associations (MAAs) that can provide concrete help, support and a sense of belonging to individuals. In addition, within the local community there are important resource people such as housing advocates, lawyers, police, job developers, employers, local government officials, day care workers; or whole systems such as health care, welfare, public education or law enforcement agencies. Whether used as guest speakers in classes or used as sites for class trips, these resources can easily be introduced to refugee students.

Additionally, the resource people themselves can provide programs with updated and accurate information on which to base curriculum and lessons.

4. Reflective Teaching and Self Evaluation

An ESL teacher strives to develop engaging and participatory curriculum and lessons tailored to the changing interests and needs of the students. Central to responsiveness to learners is the teacher's flexibility, born of the necessity to assess and re-assess exactly what the students' most critical needs are at any given time. With experience, a teacher is able to present a learning activity as planned and negotiate any changes it may have to take before the teaching objectives are accomplished. There is often a healthy and ongoing tension between what the "master plan" for the lesson is and what actually transpires in the class. Reflective teaching is the practice of taking a thoughtful look at what does (or does not take place) in the classroom and using that information to make adjustments to improve the approach, procedures, selection of content, or any other aspect which affects how learning and teaching take place in the class.

A classic approach to reflective teaching begins with a series of questions or a checklist that a teacher considers, sometimes after each class, sometimes once a week or on a monthly basis. The following list explores a variety of topics:

- Do I use strategies that help students to gain confidence, both in and out of the classroom? Do students feel successful with their language learning?
- Does my teaching support the principle that language learning is a social process? Does it encourage students to be interactive? Does it promote both oral and written communication?

- How do I promote coping and learning strategies such as critical thinking and inquiry?
- To what extent do the materials and curriculum mirror the reality of the refugee's world? Do they draw on prior knowledge and experience? Do they take into consideration the cultural, socio-economic, and emotional conditions of the refugee?
- Do I allow for cultural and individual differences to be examined in the classroom?
- Do I handle sensitive topics appropriately?
- Do I teach language that will enable students to take more control of their lives? Language that goes beyond identifying and accepting? Language that is authentic, that helps them cope with real-life situations?
- Do I routinely use strategies to check students' understanding and solicit feedback?
- Have I created a comfortable learning environment for all students in which optimal learning can take place and where students can guide and support each other?
- How am I developing the ability of my students to become autonomous learners? Will they be able to continue to learn once they have left the ESL program?
- With hindsight, what would I do differently?

By reflecting on one's practice, an ESL teacher dedicates herself/himself to making an effort to constantly be open to change and to improve professionally. Honest self-evaluation coupled with the practice of teaching students how to give (and receive) constructive feedback supports the process of the dynamic curriculum. What students in one class craved may not be the critical topic for the next class. The small group activities that failed miserably with one class may succeed fabulously in building the confidence of another. Reflective teaching allows and demands that teachers observe not only the performance of their students, but their own performance as well. In her article, "Reflections at the End of an ESL Day," (**Adventures in Assessment**, Winter 1998, Volume 11) Joanna Scott prioritizes checking understanding, effective correction techniques, and techniques to elicit student participation as the keys to self-evaluation.

For her, this triumvirate works towards the goals of building strong relationships between teacher and students and increasing student participation. Other teachers use self reflection to monitor aspects of their teaching that they feel present problems for them: giving clear directions, making smooth transitions, or integrating content with structure objectives, for example.

The positive end result of teacher reflection is that it creates feedback that is directly re-cycled into curriculum design. Responsive curriculum results in classroom experiences that are more engaging to adult learners. And, finally, more engaged learners are more highly motivated, attend better and acquire more language that they can use to improve their lives in the classroom, at home, in their communities, and in the workplace.

VI. Bibliography and Internet Resources

1. Bibliography

Allden, Kathleen, MD. "Aiding Survivors of Torture," paper delivered November 20, 1999.

Allden, Kathleen, MD, "The Indochinese Psychiatry Clinic: Trauma and Refugee Mental Health Treatment in the 1990s," The Journal of Ambulatory Care Management, Vol.21, Number 2, April 1998, pp.30-38.

Allden, Kathleen, "Psychological Consequences of Torture," paper delivered December 8, 1999.

Chambon, Adrienne, "Refugee Families' Experiences: Three Family Themes - Family Disruption, Violent Trauma and Acculturation," Journal of Strategic and Systemic Therapies, Vol.8, pp. 3-13.

Cohon, J. Donald, Ph.D.; Lucey, Moira; Paul, Michael; and LeMarbre Penning, Joan, Primary Prevention and the Promotion of Mental Health in the ESL Classroom: A Handbook for Teachers. New York: American Council for Nationalities Service, 1986.

De Monchy, Margaret Leiper, "Recovery and Rebuilding: The Challenge for Refugee Children and Service Providers," Refugee Children: Theory, Research and Services. Baltimore: Johns Hopkins University Press, 1991, pp.163-180.

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition. Washington, D.C.: American Psychiatric Association, 1994.

Drachman, Diane, "A Stage-of-Migration Framework for Service to Immigrant Populations," Social Work, Vol. 37, Number 1, January 1992, pp.68-72.

Gitterman, Alex, ed. Handbook of Social Work Practice with Vulnerable Populations. New York: Columbia University Press, 1991.

Newland, Kathleen, "The Decade in Review," World Refugee Survey 1999, U.S. Committee for Refugees. Washington, D.C.: Immigration and Refugee Services of America, 1999, pp.14-21.

Paulino, Ana and Jeanett Burgos-Servedio, "Working with Immigrant Families in Transition," Multicultural Perspectives in Working with Families, Congress, E.P., ed. New York: Springer Publishing, 1997, pp.125-141.

Scott, Joanna, "Reflections at the End of an ESL Day," Adventures in Assessment, Vol. 11, Winter 1998, Boston: World Education, pp.26-31.

Soakvithe, Karen W. and Pearlman, Laurie Ann, and the staff of the Traumatic Stress Institute. 1996. Transforming the Pain: A Workbook on Vicarious Traumatization. New York: W.W. Norton and Co., Inc.

U.S. Committee for Refugees. World Refugee Survey 1999. Washington, D.C.: Immigration and Refugee Services of America, 1999.

Wallerstein, Nina, Language and Culture in Conflict: Problem Posing in the ESL Classroom. Reading, MA: Addison-Wesley, 1984

Watts, Fraser N. and Douglas H. Bennett, eds. Theory and Practice of Psychiatric Rehabilitation. New York: Wiley, 1983.

2. Internet Resources

http://www.refugees.org/
US Committee for Refugees – search for information by country, by issue, by keyword; worldwide refugee news and information; listen to refugee stories with Real Audio

http://www.unicef.org/
UNICEF (United Nations International Children's Fund)– news and information about UNICEF programs and initiatives

http://www.nifl.gov/lincs/collections/eff/eff.html
Equipped for the Future – homepage describes EFF program and links to further information including EFF standards and content framework, literacy resources, and EFF role maps.

http://www.ncbe.gwu.edu/library/digests/
ERIC digests web page – site links to lists of ERIC digests by subject and selected lists, Department of Education search engine, and the Ask ERIC homepage (search for lesson plans, access the ERIC database, and find education information and resources in the "Virtual Library")

http://www.aitech.ac.jp/~iteslj/
The Internet TESL Journal – links to Previous Issues, Self-study Quizzes, JavaScript Quizzes, Crossword Puzzles, Treasure Hunts, Classroom Jokes, Classroom Games Conversation Questions, and other links; search engine for searching TESL site

http://www.hrw.org/
Human Rights Watch – homepage with links to current news articles, commentary, on-going human rights issues and current human rights events; search engine for searching HRW site; world map (click on country/region for Human Rights Watch World Report 1998-2000 – *not all countries and regions available*)

http://www.survivorsintl.org/
Survivors International – information about torture and treatment: articles explore treatment issues and provide information about mental health issues of torture victims.

http://www.pacinfo.com/eugene/tsnet/Links.html
Links to sites with information about torture and human right issues

http://www.archq.org/index.shtml
American Refugee Committee International – refugee news; links to ReliefWeb (humanitarian relief news) and Refugees Daily (from UNHCR, "a global refugee news review"); refugee photo gallery

http://www.refugees.org/world/articles/women_refugees.htm
US Committee for Refugees – Article: "Refugee Women: The Forgotten Majority" – regarding issues for women in refugee camps – link to other information regarding refugee women

http://www.unhcr.ch/refworld/pub/state/95/box2_1.htm
Article – "Refugee women and girls: surviving violence and neglect" from *The State of the World's Refugees; in search of solutions*, published by Oxford University Press, copyright 1995 UNHCR – discuses the problems and violence faced by refugee women

http://www.unhcr.ch/
United Nations High Commissioner for Refugees – homepage provides global refugee news, Map- and text-based access to country-specific information about refugees, statistics, information about environmental concerns, resettlement work, "WITNESS" (multi-media documentary series); refugee images and articles; teacher information (for secondary-school classrooms)

http://www.e-w-s.org/foryou.asp
Exodus World Service – links to refugee fact sheets

http://www.eslcafe.com
Dave's ESL Café – Practical ideas featuring an Idea Page, Hint of the Day Page, Idiom Page, and Frequently Asked Questions; also current news, geography, grammar, history, slang and words, numbers, people, reading comprehension, science, world culture, and writing. It also offers a Question page where teachers and tutors can ask Dave Sperling, the Café Creator, questions about ESL. There is also a very helpful **One Step ESL Search Page** at the **ESL Café Search** – multiple search engines and directory of ESL/EFL resources on the Internet.

http://www2.wgbh.org/MBCWEIS/LTC/ALRI/webliography.html
Literacy Webliography – Web sites for adult literacy/basic skills/ESOL reviewed by adult education teachers. Student and teacher resources are provided.

http://www.cal.org/ncle/
National Clearinghouse for Literacy Education

http://www.doe.mass.edu/acls/ESOLFrameworks1098.html
Massachusetts Department of Education Curriculum Framework for ESOL

http://www.cnie.org/nle/pop-6.html
Congressional Research Service Report for Congress, "Refugee Admissions and Resettlement Policy: Facts and Issues," Joyce Vialet, Specialist in Immigration Policy, Domestic Social Policy Division, updated May 25, 1999

ACKNOWLEDGEMENTS

The successful completion of this project is the result of the cooperation and collaboration of many. We would like to express our appreciation for the contributions of the individuals and agencies listed below.

International Institute of Boston (IIB) staff members Moira Lucey, Marcia Chaffee, and Diane Terry, writers and editors. Sarah Alexander, LICSW and Bernadette Grant, LICSW, consultants. Dr. Kathleen Allden, International Survivor's Center Medical Director, contributor and advisor. Westy Egmont, Executive Director.

Joan Le Marbre, writer and ESOL consultant.

Betty Stone, writer and ESOL consultant.

Donna Wiencek, writer and editor.

Immigration and Refugee Services of America (IRSA) and former and current IRSA staff members Anna Velazco, Lyn Morland, and Sara Brewer for their work and leadership in developing the updated manual.

National Alliance for Multicultural Mental Health (NAMMH) member agencies: Heartland and Alliance for Human Needs and Human Rights, Center for Victims of Torture, and especially, the Center for Multicultural Human Services.

Massachusetts Office for Refugees and Immigrants (MORI) for its support of this project and the recognition of its importance to ESL practitioners.

IIB staff members Christine Hilgeman and Lisa Ramsey, project support.

Elzbieta Gozdziak, PhD and John Tuskan, MSN, Refugee Mental Health Program, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services.

The Office of Refugee Resettlement, Administration for Children and Families, US Department of Health and Human Services funded the first manual published by Immigration and Refugee Services of America (then ACNS) in 1986. IRSA gratefully acknowledges the support of this updated manual by ORR under ACF Grant No. 90RM0003. The views expressed in this publication are those of the mental health and English as a Second Language professionals at the International Institute of Boston and do not necessarily reflect the official position of the Office of Refugee Resettlement.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").